



Government of
Saskatchewan

Annual Report 2001-2002

Saskatchewan Education

The annual report of
Saskatchewan Education
for the period
July 1, 2001 to June 30, 2002



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Letter of Transmittal

June 30, 2002

The Honourable Dr. Lynda M. Haverstock
Lieutenant Governor
Province of Saskatchewan

Your Honour:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 2002. The financial statements included in the report were prepared by the department in accordance with guidelines of the Department of Finance.



Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Jim Melenchuk".

Jim Melenchuk
Minister of Learning

Letter of Transmittal

June 30, 2002

Honourable Jim Melenchuk
Minister of Learning

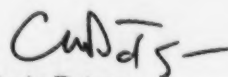
Sir:

I have the honour to present the annual report of the Department of Education for the year ending June 30, 2002.

The 2001-2002 report reflects the department's commitment to improved accountability by focussing on outcomes and accomplishments, rather than outputs and activities as in previous years. Key accomplishments are organized according to the strategic goals and objectives for the year which were:

- All students experience responsive school environments that ensure high-quality learning.
 - Curriculum is appropriate, relevant and current.
 - Teaching and learning are supported by appropriate technologies.
 - Curriculum is effectively implemented and supported.
 - Each student is prepared for full and meaningful participation in society.
- The diverse needs of students are met.
 - Curriculum and learning experiences are structured to address individual student needs.
 - Partners work collaboratively to ensure programs and services respond to the needs of students.
 - Schools receive provincial, community and family support to meet the needs of students.
- The structural and fiscal integrity of the Kindergarten to Grade 12 education system is maintained.
 - The education system provides for the exercise of constitutional rights.
 - Provincial operating and capital funding is distributed equitably.
 - The education system provides for an appropriate balance of leadership from the department and local autonomy.

In April 2002, as part of a government-wide restructuring, the Department of Education merged with the Department of Post-Secondary Education and Skills Training to create the new Department of Learning. In 2002-03, Saskatchewan Learning will continue to work with its sector partners to serve the needs of all Saskatchewan learners within the broader learning sector.

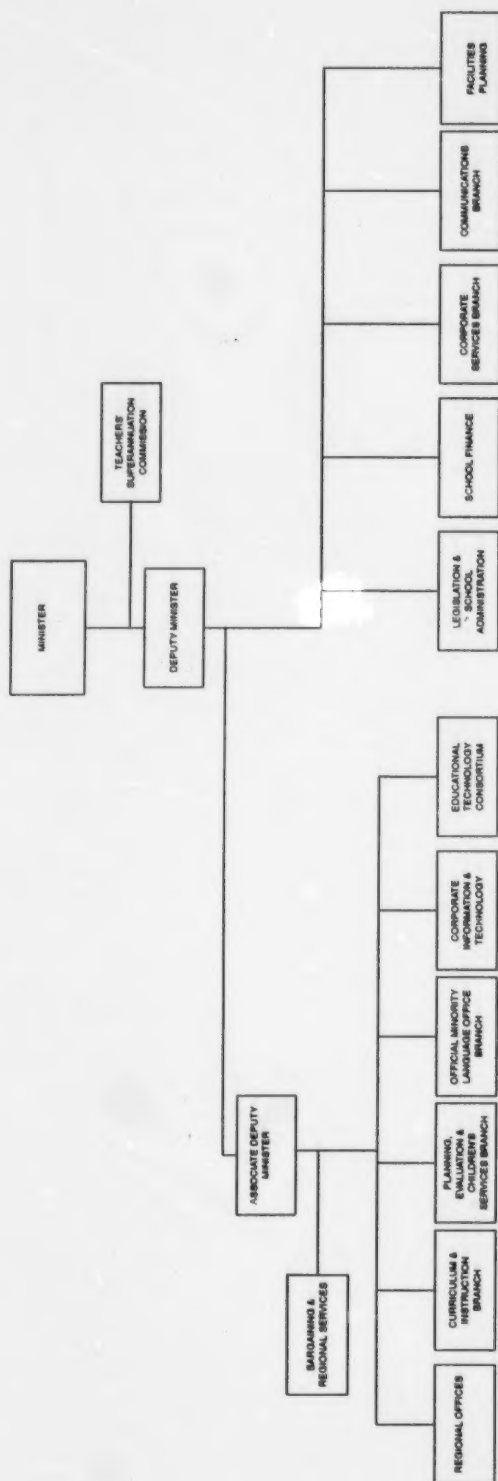


Craig Dotson
Deputy Minister of Learning

Department Organization — March 2002*

March 31, 2002

DEPARTMENT OF EDUCATION



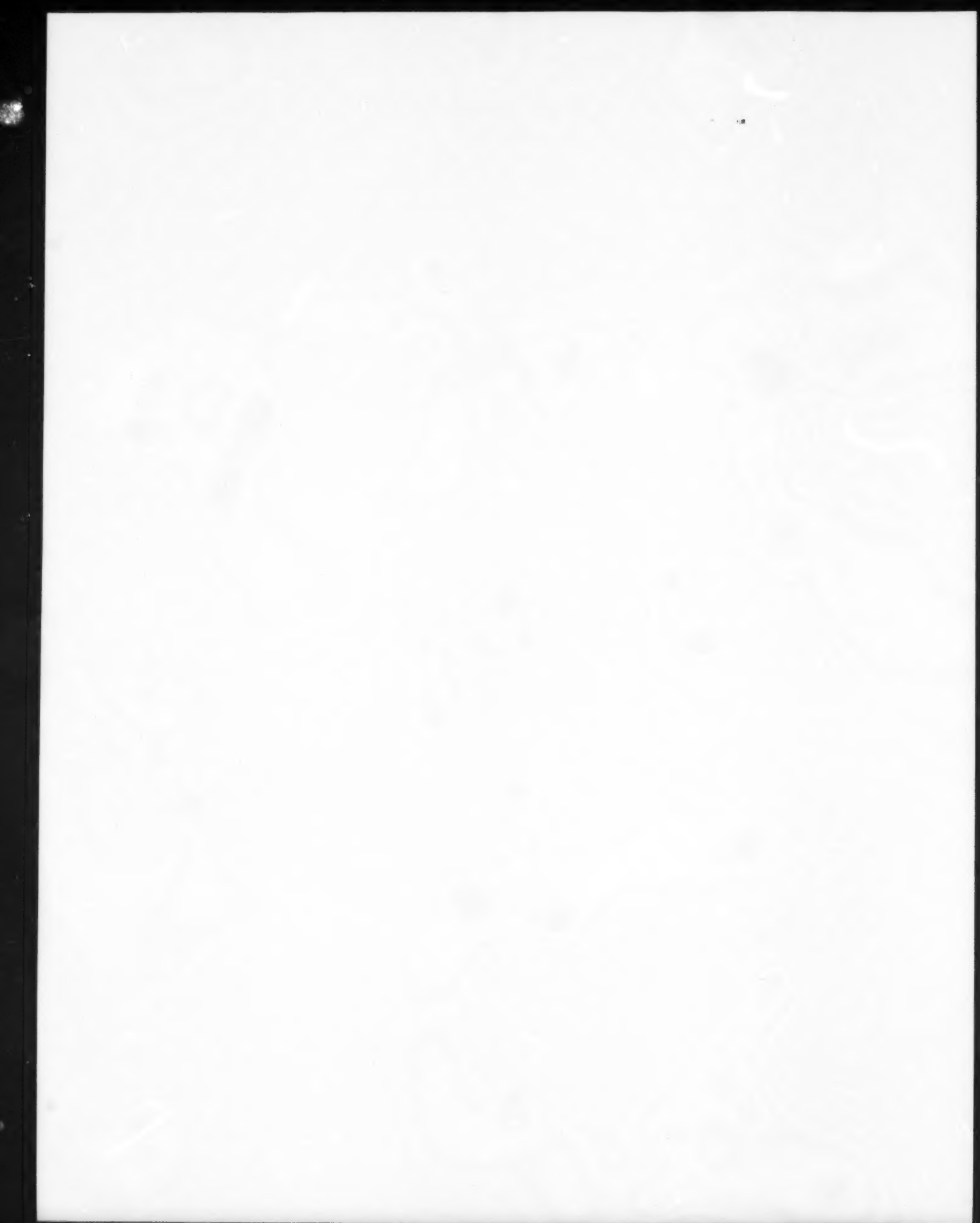
* Saskatchewan Education merged with Saskatchewan Post-Secondary Education and Skills Training effective April 1, 2002, to form Saskatchewan Learning. However, each department was required to submit separate reports for the 2001-2002 reporting year.

Department of Education: Mandate

The mandate of the department is to provide leadership and support in the development and operation of Kindergarten through Grade 12 education, helping to prepare Saskatchewan young people for full and meaningful participation in society. The focus is on supporting and developing programs and services for the benefit of students in the context of the economic and social needs of the province.

Through the department, the policies, programs and responsibilities of the Government of Saskatchewan and the Minister of Education relating to elementary and secondary education are carried out to achieve the following strategic outcomes:

- A quality education system in which the Goals of Education are achieved. The Goals of Education are intended to develop the intellectual, physical, emotional, spiritual and social potential of all students in the province to the best of their abilities.
- Public understanding of and confidence in the school system.
- Equality of access to and benefit from the services and programs of the education system.
- Leadership in mediating and facilitating the variety of social and political interests which have an impact on education.
- Maintenance of the structural integrity, effectiveness, and efficiency of the education system.



Department Goals and Objectives, 2001-2002:

Goal 1: All students experience responsive school environments that ensure high quality learning.

Creating and maintaining a responsive and high quality education system requires attention to many important elements including curriculum, learning environments, resource centres, effective instruction, e-learning opportunities, local choice, alternative programs, supports and services to meet the needs of Saskatchewan's diverse student population.

In addition to a quality learning program, ensuring responsive and high quality learning today includes the provision of a comprehensive array of supports and services linked to schools or delivered out of them, to support students' ability to learn.

Saskatchewan's Core Curriculum is continually being strengthened through a curriculum development and renewal process – or evergreening – that includes:

- design and development work to draft the curriculum;
- field testing or piloting the draft curriculum including document refinement and publication;
- inservice training for educators to accompany curriculum implementation;
- phase-in schedules for implementation of the new curriculum;
- regular evaluation of curriculum implementation and effectiveness;
- revision and renewal of dated curricula to ensure that all curriculum documents are current and relevant for the needs of contemporary Saskatchewan learners; and
- review, evaluation and recommendation of learning resources that support the teaching and learning program of Core Curriculum.

Objective

1.1 Curriculum is appropriate, relevant and current.

Education partners agree that the Core Curriculum currently provides a sound basis for all students to become well-educated citizens. Through continual evaluation and renewal or Evergreening of Core Curricula, a responsive and relevant learning environment for students will be maintained.

Accomplishments

- Completed curriculum development in the Practical and Applied Arts, which over the past three years provided 30 new courses from which students can choose electives to fulfill credit requirements for completion of secondary education.
- Added three new elective courses (Psychology 20/30, Law 30) in the social sciences area expanding the current relevant choices available to secondary students and schools.
- Designed and developed curricula in First Nations and Métis languages and culture, for delivery to schools and students in both provincial and First Nations systems, in partnership with First Nations and Métis organizations.
- Responded to the Saskatchewan Labour Force Development Board, Saskatchewan Labour and other groups to incorporate career development components into the K-12 curriculum.
- All of the new or renewed curriculum guides were distributed to schools and school divisions and are available on the World Wide Web as part of the department's Evergreen Curriculum. www.sasked.gov.sk.ca/

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- Developed tobacco education units for grades 3, 5, and 6 to support the achievement of objectives in the provincial health education curriculum and to respond to the recommendation of the All-party Committee on Tobacco.
- Evaluated resources for each new curriculum by using field test teachers and others as evaluators. Bibliographies of the approved resources to support each curriculum were assembled and distributed with the curriculum guides.
- Prepared an annual bibliography update of new learning resources in a variety of formats (print, CD, video, website) to support new and existing curricula.
- Provided grants to 82 heritage language schools to provide instruction for students in their own language. Approximately 2500 students received instruction in 30 languages by 287 teachers.
- Supported schools and school divisions in their local choices of relevant and appropriate course offerings by approving Locally Developed Courses at the secondary level on a five-year cycle, monitored annually.
- Provided Resource Centre services to support department goals and objectives.
- Participated in the launch of CommunityNet, a broadband telecommunications network that enabled Saskatchewan communities to take a quantum leap forward in Internet access. The \$71 million, province-wide initiative extends high-speed wide-area network and Internet access to public institutions, including provincial and First Nations schools in 366 communities. Over 70% of the K-12 schools were connected by the spring of 2002.
- Supported release time for teachers to develop web-based resources relevant to Saskatchewan curricula, and for teachers to pilot utilizing the web-based resources developed in 2000-2001 in an online environment. Nearly 250 students enrolled in these online courses.
- Continued development of French language courses and resources to ensure that electronic resources and content become part of all classrooms.
- Developed online courseware for Psychology 20: Social Psychology.
- Increased flexibility and course offerings for Saskatchewan Correspondence School students by making assessment and examinations available online.
- Evaluated electronic databases and websites to link to the Evergreen Curriculum.
- Participated in the Multitype Library initiative to purchase province-wide licences of full text articles from journals and newspapers and worked in cooperation with the Provincial Library to maintain a Virtual Resource Centre.
- Supported the purchase of a three-year licence for the Media Awareness Network. This site offers a wide range of media awareness resources in English and in French.
- Hosted the Association of Media and Technology in Education in Canada (AMTEC) 2002 Conference, a national conference focusing on the role and uses of media technology in education.
- Provided copyright information to schools on the national CANCOPY licence for schools and changes to the Copyright Act.
- Worked through the Council of Ministers of Education to develop recommendations on digital copyright exceptions for educational use, for presentation to the Federal Government.

Objective

1.2 Teaching and learning are supported by appropriate technologies.

Students need opportunities to use learning technologies so they can gain the skills they need to participate successfully in the 21st Century. Teachers need to use current technologies to bring new digital learning resources into their classrooms, and to enhance their instructional practices. Increased learning technologies are also required to ensure a wide range of course offerings to students, regardless of where they live in Saskatchewan.

Accomplishments

- Concluded an agreement with the Saskatchewan Teachers' Federation (STF), Saskatchewan School Trustees Association (SSTA), League of Educational Administrators, Directors and Superintendents (LEADS), and Saskatchewan Association of School Business Officials (SASBO) to establish an Educational Technology Consortium.

- Provided support for purchase of equipment (e.g., headphones, graphic tablets, speakers) as individual technology components for students enrolled in online courses.
- Provided inservice support to teachers on the integration of technologies into teaching and learning.
- Coordinated application process for and provided technological aides to designated disabled pupils to enhance student learning opportunities.
- Produced 81 new titles in large print to support students with visual impairments.
- Provided Braille, large print and e-text supports for students with visual impairments.
- Partnered with the Faculty of Education at the University of Regina and the College of Education at the University of Saskatchewan, to support teacher education programs regarding curriculum change.
- Worked with the Saskatchewan Teachers' Federation, Apprenticeship and Trade Certification Commission, and Saskatchewan Institute of Applied Science and Technology to offer summer short courses in the designated trade areas in Practical and Applied Arts curriculum.
- Continued working toward actualizing Aboriginal content and perspectives through the implementation of provincial Core Curriculum subject areas.

Objective

1.3 Curriculum is effectively implemented and supported.

Saskatchewan has developed a world-class Core Curriculum with a focus on supporting learning using a variety of resources. Teachers need training opportunities and appropriate, accessible resources so students can benefit fully from the Curriculum.

Accomplishments

- Conducted implementation workshops around the province to introduce the new curricula to teachers and administrators.
- Maintained the Saskatchewan Education website and specifically the Curriculum and Instruction Branch components of the website as a center of current information and motivation for students, teachers, and the educational community.
- Introduced *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* to support teachers in using processes for teacher-directed professional development in relation to Saskatchewan's Core Curriculum.
- Supported curriculum actualization initiatives within the Francophone component through Official Minority Language Office committees, including school board partners, provincial subject area councils and the Saskatchewan Teachers' Federation.
- Conducted implementation workshops for the renewed Native Studies 10 curriculum guide to be distributed to provincial high schools in the fall of 2002.
- Developed an instructional support entitled, *Historical Developments in Aboriginal and European Worlds Timeline* to support the Native Studies program and other subject areas of the Core Curriculum.
- Developed a Professional Development Resource Manual in consultation with the educational community to assist educators in building commitment to Aboriginal Education.
- Completed an updated *Aboriginal Resource List Kindergarten – Grade 12 (2002)* that provides a comprehensive listing of resources for all subject areas and includes a substantial reference section in a variety of media, including online resources.
- Offered orientation sessions for teachers regarding the renewed elementary level (grades 1-5) English Language Arts curriculum.
- Partnered with Saskatchewan Labour in the production and distribution of work readiness materials for students.
- Provided online support networks and web-based resources to support teachers in implementation of curricula.
- Provided equitable and flexible educational opportunities for school-aged and adult students by offering over 70 high school courses through the Correspondence School.

Objective

1.4 Each student is prepared for full and meaningful participation in society.

The Saskatchewan education community strongly endorses the Goals of Education established in the mid 1980s. The goals promote helping all Saskatchewan children reach their full potential; education for citizenship; and skills for lifelong learning. The combination of required and optional courses that students must take to graduate is designed to give them practice developing the broad range of understanding, skills and abilities that enable people to contribute to and participate fully in society.

Accomplishments

- Provided multiple opportunities to develop knowledge, skills and values within the various new curricula to prepare students for full and meaningful participation in society. For example, Law 30: The Law and You, assists students to become active, informed and productive citizens who know and understand their legal rights and responsibilities.
- Incorporated throughout all curricula, the Common Essential Learnings to help students develop such abilities as critical and creative thinking, personal and social values and skills, and communication, all of which are crucial for lifelong learning and success.
- Ensured distance learning opportunities continued expanding to include middle years students and elementary students.
- Coordinated course development and implementation so there are options province-wide for:
 - each course to be available in more than one delivery mode; and
 - multi-mode courses to be available in all areas and levels of curriculum.
- Supported school divisions and schools in designing Practical and Applied Arts survey courses to fit the needs of their students and communities.
- Developed a curriculum and instructional resource through an interprovincial initiative to support the piloting of an intensive Core French program in two Saskatchewan schools.
- Provided Ukrainian bilingual students in Saskatchewan opportunities for meaningful experiences on an international level through an exchange program with Ukraine.
- Provided opportunities for groups of students from rural high schools (Colonsay and Holdfast) to develop and practice technological skills through e-journalism projects in conjunction with the National Congress on Rural Education and the AMTEC conference.
- Incorporated a number of career development initiatives that facilitate transitions to work:
 - Implemented a revised version of the Work Experience course with a stronger focus on career education, *Career and Work Exploration 10, 20, A30, B30*. In addition, all of the Practical and Applied Arts courses have the Transition to Work dimensions integrated within them and all have provisions for students to gain recognition for optional work study modules.
 - Negotiated formal articulation agreements with the Apprenticeship and Trade Certification Commission to give recognition and advanced standing to high school graduates who meet the requirements of the agreement in a Practical and Applied Arts course leading to an apprenticeship program. An agreement for advanced standing in non-apprenticeable courses at SIAST has been approved in principle.
 - Emphasized the practical applications of learning within all curriculum areas and all support programs. Heritage Fairs, Science Fairs and Skills Canada Competitions were successful across the province and Saskatchewan students did well at national competitions. The department supported Agriculture in the Classroom initiatives, Climate Change Saskatchewan, *Take Our Kids to Work*, and Saskatchewan Labour's *Ready For Work*.

Goal 2: The diverse needs of students are met.

The principles of equity and access are fundamental to public education in Saskatchewan. The focus is on strengths rather than problems, and on the promotion of individual and local responsibility for the creation of a culture within our schools that is fair and just for all.

The focus is on each child as an engaged learner, and on the benefits he or she receives from educational programs that include appropriate supports and services responsive to individual differences.

Meeting the diverse needs of Saskatchewan children and youth is a shared responsibility in which students, families, teachers and community members work together to help all students learn. This requires coordinated / integrated efforts and supports for and within the classroom and community.

Saskatchewan Education provides policy direction and supports for meeting student needs in a variety of ways.

Objective

2.1 Curriculum and learning experiences are structured to address individual student needs.

In order to address individual student learning needs, Saskatchewan Education, in collaboration with provincial education partners and school divisions:

- develops and revises curricula;
- identifies or develops resource materials to compliment curricula;
- provides inservice and consultation opportunities to educators; and
- promotes the Adaptive Dimension component.

Areas of focus include special education, Aboriginal education, online curriculum development and supports, Francophone education and resource-based learning.

Accomplishments

- Revised and piloted the Native Studies 30.
- Developed a draft English as a Second Language/ English as a Second Dialect policy document.
- Completed the *Children's Services Policy Framework*.
- Developed *The Creating Opportunities for Students with Intellectual or Multiple Disabilities* document and distributed it to all schools. It was accompanied by regional in-service opportunities.
- Produced an *Aboriginal History Timeline* to supplement the renewed Native Studies program and other curricula.
- Partnered with the Federation of Saskatchewan Indian Nations in the production of a document on Fetal Alcohol Syndrome.

Objective

2.2 Partners work collaboratively to ensure programs and services respond to the needs of students.

Through partnerships, Saskatchewan Education ensures that curricula and support services respond to the needs of students. The department has established a range of mechanisms to gain the advice of organizations and individuals, including provincial advisory committees, curriculum reference committees, working committees, focus groups and consultations.

The department works closely with Aboriginal, Francophone and special education organizations to ensure department policies, programs and curricula reflect the diverse needs of children and youth.

Saskatchewan Education continues to work with other government departments to monitor and develop provincial policies and supports for children and youth in areas such as youth justice, early childhood development, and prevention of child abuse.

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The department works closely with Aboriginal, Francophone and special education organizations to ensure department policies, programs and curricula reflect the diverse needs of children and youth.

Saskatchewan Education continues to work with other government departments to monitor and develop provincial policies and supports for children and youth in areas such as youth justice, early childhood development, and prevention of child abuse.

The department collaborates with other provinces, primarily with the western provinces and territories through the Western Canadian Protocol Agreement, to develop common curriculum.

Accomplishments

- Worked collaboratively with other Canadian provinces on a Pan-Canadian training program for teachers on French culture and language recuperation.
- Implemented the Prekindergarten curriculum for Francophone pre-schools in collaborations with the Francophone School Division.
- Worked closely with school division and SASBO representatives on committees focusing on web-based resource development, online teaching, and e-business and infrastructure initiatives.
- Worked with Saskatchewan Labour to develop farm safety units entitled "Grow Up with Safety" for the Elementary Level.
- Distributed complementary curriculum support materials to schools on behalf of organizations such as Transition House, Saskatchewan Senior's Mechanism, Prairie Conservation Action Plan, Natural Resources Canada, SaskSport, Canadian Children's Book Centre, Coteau Books and National Research Council Canada.
- Completed a successful partnership with the Ministry of Education in Ukraine (Chernivtsi Oblast), resulting in the preparation of teaching units for students in Ukraine and Canada. The Canada-Ukraine Comparative Teaching Units Curriculum Project was completed in June 2002. The documents included a teacher's manual and a student activity book printed in both Ukrainian and English.
- Completed work on an international Health Education curriculum project. Partners in the project included Saskatchewan Health, Saskatchewan Intergovernmental and Aboriginal Affairs, University of Saskatchewan, University of Toronto, Health Canada and Canadian Society of International Health. Ukrainian partners included the Academy of Pedagogical Sciences of Ukraine, State Committee on Family and Youth, Kyiv City Department of Education, Ukrainian national ministries of Education, Sciences, Health and UNICEF in Ukraine. Resources have been produced for teachers, students and parents for grades 1-11 health education.
- Provided support to the partnership work begun by the Regina Public Board of Education, the File Hills Qu'Appelle Tribal Council, and the Métis Regina Local group.
- Partnered with the Gabriel Dumont Institute in the production of Métis History Study Prints destined for schools.
- Established an agreement between the Office of the Treaty Commissioner, the Federation of Saskatchewan Indian Nations and the Department of Education to provide information to the public and to provide in-service to teachers, administrators and trustees on the meaning and role of treaties in Saskatchewan's future.
- Partnered with the Touchwood Agency Tribal Council on the production of a *First Nations Diabetes Curriculum K-12* for delivery to schools in 2002 and 2003.
- Provided support to set up a Memorandum of Understanding among the Battlefords School Division #118, the North West Roman Catholic Separate School Division #16, and the Battleford's Tribal Council to establish a school to meet the learning needs of Aboriginal students.
- Worked with the SSTA, LEADS and the STF to develop and operate a pilot program to provide student, classroom, school, school division and regional mathematics assessment data and assistance with data interpretation to nine school divisions in the north and northwest regions of the province. The data was collected by re-administering the 2001 Provincial Learning Assessment to all grade 5, 8 and Main A30/B30 students in the nine participating divisions.
- Completed, in collaboration with other government departments, the evaluation of the planning and development phase of the Regina and Prince Albert pilots of the Integrated Youth Services Model.

Objectives

2.3 Schools receive provincial, community and family support to meet the needs of students.

Saskatchewan Education provides policy leadership, consultative and financial support to school divisions to meet the diverse needs of children and youth.

Financial support is provided through the Foundation Operating Grant. Specific funding recognitions to school divisions include:

- Special Education supports such as the Diversity Recognition and Designated Disabled Program;
- Community Education supports such as the Community Schools and Prekindergarten Programs;
- Aboriginal Education supports such the Indian and Métis Education Development Program and partnership agreements; and
- Francophone Education supports.

Accomplishments

- Released *Securing Saskatchewan's Future, Ensuring the Wellbeing and Success of Saskatchewan's Children and Youth – Provincial Response: Role of the School Task Force Final Report*. Government strongly endorsed the vision for School^{PLUS} proposed by the Task Force that schools today have two primary functions:
 - to educate children and youth; and
 - to support services delivered to children and youth.

The response also puts in place structures and processes, and acts on key priorities to implement the spirit of the recommendations.

- Expanded the Community Schools Program by five schools in rural/urban and northern areas. Provided leadership to school divisions, schools and communities to implement Community School philosophy and practice through consultation, networking opportunities, in-service, and resource materials.
- Established a Francophone factor to support programs specific to Francophone schools.
- Increased Special Education funding by 7.2% to provide intensive program supports for students with diverse needs and to support school divisions in directing funding to need, in-service, and resource materials.
- Provided financial support to the Prince Albert Youth Justice Pilot for research into alternate education practices and programs for at-risk youth.
- Expanded the Saskatchewan Education Prekindergarten Program by six programs, enabling school divisions to increase supports and services for three- and four-year-olds and their families. Saskatchewan Education's Prekindergarten Program targets children and families facing circumstances of risk.

GOAL 3: The structural and fiscal integrity of the K-12 education system is maintained.

The public education system currently enjoys substantial public support. This support depends, in part, on public satisfaction that the education system meets the needs of our students and also on public satisfaction that the cost of the education system is equitably distributed among various groups.

Saskatchewan's current statutory and policy framework supports constitutional rights and a balance between provincial direction and local control within the K-12 education sector. This balance enjoys wide support among the education partners. Partners support the concept of equity as expressed by the Foundation Operating Grant program. There is a need to continue to improve the equitable operation of the program.

Objective

3.1 The education system provides for the exercise of constitutional rights.

The constitution provides for minority-faith and linguistic minority education. Saskatchewan's legislation and funding policies respect these constitutional provisions with regard to public school divisions, Roman Catholic and Protestant separate school divisions, and the *Division scolaire francophone*.

The provincial government has constitutional responsibility for all aspects of education in the province. *The Education Act, 1995* sets out the legislative and administrative framework that the province has established for purposes of exercising this responsibility.

In order to fulfill these constitutional obligations, the department:

- reviews legislation, program policies and funding protocols on a continuing basis to ensure that the rights of the various components of the education system are respected;
 - defends the constitutionality of provincial education legislation and policies as necessary in the courts; and
 - reviews legislation and policies with respect to independent schools regularly to ensure that they promote close and harmonious working relationships between these schools and boards of education.
- ### **Accomplishments:**
- Implemented prescribed forms to ensure that the legal requirements for allocation of property taxes between public and separate school divisions are met. Use of the prescribed forms will ensure that property owners know the rules on allocation of taxes, and will ensure that taxes are designated to the correct school division.
 - Intervened before the Saskatchewan Court of Appeal regarding the designation of property taxes between the public and separate school divisions. The intervention was for purposes of supporting the constitutional provisions that require declaration based on faith. The Court of Appeal decision did not raise any issues about the validity of current Saskatchewan legislation on this matter.
 - Provided additional funding support to the *Division scolaire francophone* to recognize that time and distance are factors that add to the cost of operating the provincial Francophone board.
 - Initiated, by the Independent Schools Home-based Review Board, a review of *The Home Based Education Program Regulations* to ensure the integrity of the policies and procedures of Home-based Education are maintained. Recommendations arising from this review will be submitted to the Minister of Education for consideration.

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- #### **Accomplishments:**
- Implemented prescribed forms to ensure that the legal requirements for allocation of property taxes between public and separate school divisions are met. Use of the prescribed forms will ensure that property owners know the rules on allocation of taxes, and will ensure that taxes are designated to the correct school division.
 - Intervened before the Saskatchewan Court of Appeal regarding the designation of property taxes between the public and separate school divisions. The intervention was for purposes of supporting the constitutional provisions that require declaration based on faith. The Court of Appeal decision did not raise any issues about the validity of current Saskatchewan legislation on this matter.
 - Provided additional funding support to the *Division scolaire francophone* to recognize that time and distance are factors that add to the cost of operating the provincial Francophone board.
 - Initiated, by the Independent Schools Home-based Review Board, a review of *The Home Based Education Program Regulations* to ensure the integrity of the policies and procedures of Home-based Education are maintained. Recommendations arising from this review will be submitted to the Minister of Education for consideration.

Objective

3.2 Provincial operating and capital funding is distributed equitably.

Operating Grants

K-12 operating grants are distributed to school boards across the province through the Foundation Operating Grant. The Foundation Operating Grant formula is based on the principles of transparency, unconditionality, incentives for efficient and effective use of resources, equalization, and a balance between stability and responsiveness. The objective is to ensure that neither a student's opportunity to receive educational programs and services nor a taxpayer's level of education property tax depend on the relative wealth of the school division.

This entails taking into account the variations in boards' local fiscal capacity and in their distinctive expenditure requirements or needs. Funding is based on school divisions' enrolment and their ability to raise local revenue through property taxation. School boards that have a greater ability to raise local revenue receive proportionately less provincial funding and school divisions that have a lesser ability to raise local revenue receive proportionately more provincial funding.

The department participates fully in policy analysis and recommendations for provincial reassessment, to ensure that implications for school property taxes and distribution of provincial operating grants are understood and taken into account.

The department regularly reviews the Foundation Operating Grant Program in collaboration with stakeholders to ensure equity and consistency in distribution of grants.

Capital Funding

All major capital requests are prioritized according to the process outlined in the School Facilities Funding Guidelines. These guidelines balance the following major demands on the capital budget:

- life-threatening health and safety concerns;
- the severe pressures placed on facilities by enrolment growth in a few locations; and
- commitment to the development of joint-use facility initiatives.

A major capital project list, according to this prioritization process, is circulated to school divisions in June of each year. School divisions then know where their project is on the priority list according to the criteria used for placement purposes.

For several years Saskatchewan Education has encouraged the sharing of facilities and equipment between educational partners in the province. By sharing space and services, facilities can be developed that serve the needs of all parties more efficiently than individual facilities. This contributes to the efficient use of taxpayers dollars and ensures efficient utilization of available space.

The department regularly reviews policies and formulas for capital funding to ensure continued objectivity and transparency.

Learning Technology

Since the announcement of the Multimedia Learning Strategy in 1995, the department has engaged and supported many activities to continue to "grow" a learning network and to "grow" the technology capacity, in order to enhance the implementation and delivery of Saskatchewan's quality education program. For example, partnerships with public and private industry, provincial government departments and the federal government have been established to support the development of resource materials, the technological network infrastructure and school-based use of the new learning technologies.

CommunityNet was also established as a partnership to build the capacity of school divisions, teachers, and students to access a network for e-learning purposes. Assisting teachers and learners to develop the skills to use the new technologies was emphasized through many professional development workshops and training events. The Learning Technology Unit and the Saskatchewan Government Correspondence School provide leadership in developing online distance education courses and instructional materials, and in piloting the delivery of online courses.

The department funds both the technical infrastructure and the support mechanisms required to move the education system into the digital world.

Accomplishments

Operating Grants

- Provided \$460.1 million in provincial grants to school divisions for the calendar year 2001, an increase of \$33.7 million over the 2000 grant of \$426.4 million. This was the largest annual increase in provincial government grants to school divisions in fifteen years. Since 1995, on a calendar year basis, the total operating grants to school divisions have increased by 30%.
- Implemented the final year of a four-year initiative whereby grants were given in-lieu of property taxes for Saskatchewan Property Management Corporation properties that were used for education purposes. The total was \$7 million.
- Participated in the Deputy's Reference Committee, chaired by the Deputy Minister, an advisory body to the department. This committee includes representatives of the SSTA, STF, SASBO, LEADS, and department officials. This committee has examined the overall operation of the Foundation Operating Grant and its various factors to provide advice to the department in the proactive maintenance and improvement of the integrity of the Foundation Operating Grant. The basic principles underlying the Foundation Operating Grant are examined by the committee to reaffirm the Foundation Operating Grant as the best mechanism by which to distribute the grant to school divisions. Basic rates, isolated schools, transportation and various special education factors are examples of particular factors that have been reviewed by this committee.
- Participated in the coordination and recommendation for a review of the assessment system. The ongoing review largely impacts the revenue portion of the Foundation Operating Grant and therefore remains a priority issue.
- Implemented the Isolated School Factor to provide significant support to those schools somewhat distant from each other and even greater support to truly isolated schools.
- Implemented the Diversity Factor to provide recognition for diverse needs on a per student rate. The program provides ease of administration and greater transparency.

Capital Funding

For the Government's 12 month fiscal year
April 1, 2001 – March 31, 2002:

- Approved \$23.875 million in provincial expenditures for 134 capital projects. Improvements were made in 124 schools within 60 different school divisions.
- Allocated an additional \$1.763 million for capital projects in 2001-2002. This additional funding was provided from the Centenary Fund.
- Launched the second year of a three-year, \$6 million program to expand the technological infrastructure in schools throughout the province to access CommunityNet. In Year One, \$2 million was distributed to fund projects in 258 Saskatchewan schools. This program is funded from the Centenary Fund. The majority of K-12 Saskatchewan schools have been wired and cabled to ensure that they have the capacity to access the information highway.
- Continued development of the Facilities Restoration Program, a funding program intended for the restoration of existing school facilities. This project is being carried out with the participation of the SSTA. Implementation is scheduled for April 1, 2003.
- Approved the following major capital projects:
 - St. Mary's High School addition and renovations (Prince Albert);
 - Hillcrest Elementary School addition and renovations (Estevan);
 - Ile a la Crosse new high school; and
 - Carnduff High School addition and renovations.
- The following major projects approved last year are still under construction and are expected to be finished in late 2002:
 - Montgomery Elementary addition and renovation (Saskatoon);
 - North Battleford Comprehensive High School phase two renovations; and
 - Kindersley Composite High School addition and renovation.

- The following major capital projects were completed by March 31, 2002:
 - Mother Teresa Elementary (Saskatoon);
 - Silverspring Elementary (Saskatoon);
 - Lakeridge Elementary addition (Saskatoon);
 - Kennedy Langbank K-12 (Kennedy);
 - Weyburn Comprehensive joint use project with Southeast Regional College;
 - New Carpenter High School in Meadow Lake co-managed by the Flying Dust First Nation and the Meadow Lake School Division, and jointly funded by Indian and Northern Affairs Canada;
 - New Holy Rosary High School (Lloydminster)
 - Shellbrook Elementary renovation (Shellbrook); and
 - New Minahik Waskahigan Elementary (Pinehouse).

Learning Technology

- Partnered with the Departments of Health and Post-Secondary Education and Skills Training and rolled out CommunityNet to approximately 60% of the schools of the province. CommunityNet provides high speed Internet services and a wide area network among schools that enable teachers and learners to use technology in classroom activities and for learning at a distance.
- Continued development of a policy framework to serve as a guide in supporting schools in the use of technology for teaching and learning in the classroom and at a distance.
- Supported 13 pilot projects to deliver online courses. Teachers, who developed online courses during 2000-01 were invited to pilot delivery of the courses during 2001-02. Students from school divisions across the province enrolled in the pilot courses. Teachers and students in the pilot projects provided feedback on their experiences.
- Partnered with school divisions to support Saskatchewan teachers to develop additional web-based content and learning resource materials for new online courses.
- Supported Saskatchewan teachers and students to do online research and learning through payment of database licenses, as part of the multi-type library partnership agreement.

Objective

3.3 The education system provides for an appropriate balance of leadership from the department and local autonomy.

The concept of local decision making by locally elected and locally accountable school trustees is a long-standing tradition in Saskatchewan.

As part of regular review of the Foundation Operating Grant, the department seeks to ensure an appropriate balance between unconditional funding that reflects local autonomy and targeted funding that supports provincial program priorities.

The department provides leadership in supporting and encouraging the restructuring of school divisions to enhance educational opportunities for students. This leadership is balanced with local determination, recognizing that boards have the primary role in school division restructuring.

In addition, the department collaborates with the education partners to:

- review the operation of collective bargaining for teachers to ensure maintenance of an effective structure of bi-level provincial and local bargaining;
- promote measures to ensure long term stability of teacher pensions; and
- develop mechanisms for appropriate performance measures that respect both provincial and local responsibilities for public accountability.

Generally speaking, the government and minister are responsible for matters that are provincial in scope and require common rules or standards, for example, curriculum, certification of teachers and distribution of grants. Boards of education are responsible for those matters relating to the delivery of education programs within their division, for example, policies relating to the operation of schools, student transportation arrangements and hiring of teachers and other staff.

Accomplishments

- Reconfirmed the government's policy indicating government's enhancement of leadership in providing encouragement to those school divisions wishing to pursue restructuring.
- The Restructuring Coordinating Committee of the educational partner organizations was reconvened to pursue measures to support school divisions in their efforts to restructure. These measures include eliminating barriers, which might affect discussions leading to amalgamation of neighboring school divisions. Policies regarding grant protection and transition support were implemented to increase the financial assistance to boards as they restructure. Legislation was introduced which allows a newly amalgamated school division to apply a different mill rate in the area of each of the former school divisions for a period of one or two years immediately following amalgamation.

School divisions that have committed to restructure include:

- Cupar, Indian Head and Buffalo Plains; and
- Paynton and Battle River.

Over 40 additional school divisions are in discussion regarding potential restructuring by fall 2003.

- Commenced negotiation of a new provincial collective agreement for teachers to be effective September 1, 2002.
- Enhanced the student records system to gather demographic data on all K-8 students in the province including First Nations students, home schooled students, and independent school students. This is the first step in enabling a Student Data System to determine how many children and youth are not in school and why, so that appropriate measures can be taken to meet their needs. The ultimate goal is to ensure all children and youth are engaged in a learning environment with appropriate supports.
- Prepared a joint committee report on funding of teacher pensions. The report, submitted in May 2002, was based on a Memorandum of Agreement in the provincial collective agreement for teachers for the period January 1, 2000 to August 31, 2002.
- Developed a new expenditure reporting model that is web-based. The new system allows school divisions to provide estimates and actual expenditures instantaneously rather than through hard copy. This new financial computer system was initially presented at the SASBO 2001 Fall Conference.
- Continued, with the educational partners, to monitor the effective balance of the funding through the Deputy's Reference Committee. The Foundation Operating Grant continues to distribute education funds to school divisions largely through unconditional grants. In excess of 75% of grant funding is unconditional monies based largely on student enrolments.
- Established a Board of Directors to support the Educational Technology Consortium. The consortium board of directors includes representatives from the STF, SSTA, LEADS, SASBO and the Department of Education. The consortium will provide leadership in the use of educational technology in K-12 education.

Financial Statements

DEPARTMENT OF EDUCATION

2001-02 Actual and Budget Expenditures and Number of Full-time Equivalent Positions (FTEs Used)

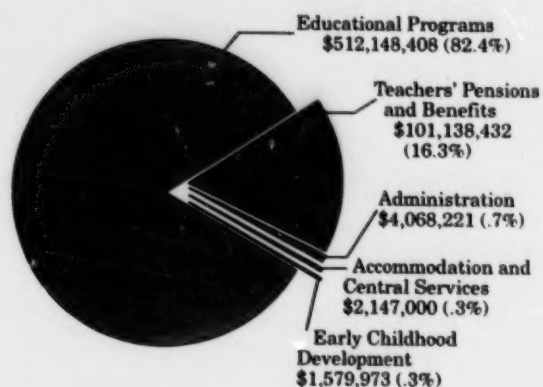
	Actuals	Budget	Actuals FTEs
Administration (Subvote ED01)	4,068,221	4,077,000	57.8
Accommodation and Central Services (Subvote ED02)	2,147,000	2,147,000	
Educational Programs (Subvote ED03)			
Operational Support	4,065,266	3,909,000	47.7
School Operating	466,800,000	466,800,000	
School Capital	23,875,000	23,875,000	
School Capital - Interest Payments	2,308,892	2,307,000	
Curriculum and Instruction	3,266,189	3,242,000	49.7
Regional Services	5,876,864	5,819,000	60.4
Official Minority Language Office	4,755,095	4,737,000	20.3
Educational Agencies	446,936	447,000	
Learning Resources Distribution Centre Revolving Fund			
Subsidy	644,000	644,000	
Net Financing Requirement (Statutory)	(703,996)	(24,000)	10.4
Correspondence School Revolving Fund			
Subsidy	525,000	525,000	
Net Financing Requirement (Statutory)	289,162	25,000	32.8
Early Childhood Development (ED08)	1,579,973	1,600,000	
Teachers' Pensions and Benefits (Subvote ED04)			
Administration and Operations	1,160,760	1,167,000	14.6
Teachers' Pensions and Cost of Living Allowances (Statutory)	56,600,000	56,600,000	
Teachers' Group Life Insurance (Statutory)	1,466,487	1,466,000	
Saskatchewan Teachers' Retirement Plan (Statutory)	25,644,227	25,400,000	
Teachers' Dental Plan	6,926,958	6,927,000	
Teachers' Extended Health Plan	9,340,000	9,340,000	
TOTAL	621,082,034	621,030,000	293.7

DEPARTMENT: EDUCATION

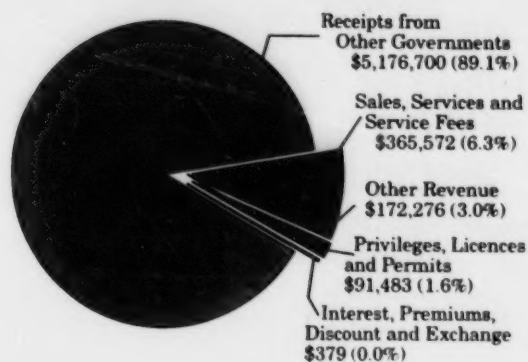
2001-02 Actual and Budget Revenues

	Actual	Budget	Difference
Privileges, Licenses and Permits			
Teachers Certificates	91,483	85,000	6,483
Sales, Services and Service Fees			
Sales Books, Maps, Bibliographies	5,475	7,778	(2,303)
Other Services	360,097	330,000	30,097
Interest, Premiums, Discount and Exchange			
Profit on Foreign Exchange	379	400	(21)
Receipts from Other Governments			
Co-operation for promotion of Bilingualism in Education	1,552,394	1,552,394	0
Other Federal Contributions (OMLO)	3,624,306	3,618,831	5,475
Other Revenue			
Casual Revenue	154,545	108,865	45,680
Refund of Previous Year's Expenditures	17,731	6,500	11,231
TOTAL FOR DEPARTMENT	5,806,410	5,709,768	96,642

2001-02 Actual Expenditures



2001-02 Actual Revenues



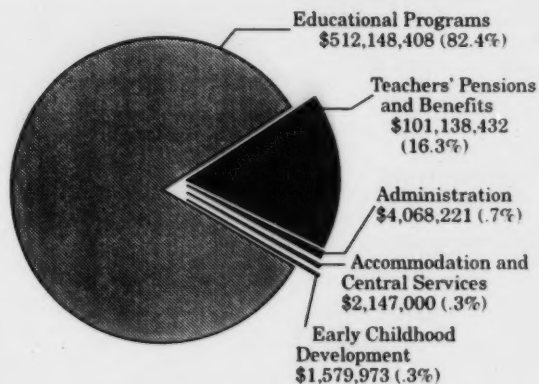


DEPARTMENT: EDUCATION

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